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Part IV

Department of Education

Dwight D. Eisenhower National Program for Mathematics and Science Education—State Curriculum Frameworks for Mathematics and Science; Notice

DEPARTMENT OF EDUCATION

Dwight D. Eisenhower National Program for Mathematics and Science Education—State Curriculum Frameworks for Mathematics and Science

AGENCY: Department of Education.

ACTION: Notice of proposed priorities for fiscal years 1992 and 1993.

SUMMARY: The Secretary proposes priorities for fiscal years 1992 and 1993 for projects that will assist in the development and implementation of State curriculum frameworks, kindergarten through grade 12 (K–12), together with new approaches to teacher education and certification appropriate to the frameworks.

The Secretary takes this action to focus Federal financial assistance on State curriculum frameworks as the starting point for systemic school improvement in mathematics and science education.

DATES: Comments must be received on or before June 1, 1992.

ADDRESSES: All comments concerning this proposed priority should be addressed to Paul Gagnon, U.S. Department of Education, 555 New Jersey Avenue, NW., room 522, Washington, DC 20208–5524.

FOR FURTHER INFORMATION CONTACT: Allen Schmieder or Becky Wilt, U.S. Department of Education, 555 New Jersey Avenue, NW., room 522, Washington, DC 20208–5524. Telephone: (202) 219–1496. Deaf and hearing impaired individuals may call the Federal Dual Party Relay Service at 1–800–877–8339 (in the Washington, DC 202 area code, telephone 708–9300) between 8 a.m. and 7 p.m., Eastern time.

SUPPLEMENTARY INFORMATION: The Eisenhower National Program for Mathematics and Science Education supports projects of national significance in mathematics and science instruction at the elementary and secondary levels. One of the six National Education Goals calls for U.S. students to be first in the world in mathematics and science achievement by the year 2000. The President's AMERICA 2000 strategy for helping the Nation achieve the goals calls for the creation of world-class national standards for student achievement in the five core subjects, including mathematics and science, and for a system of improved assessments tied to the standards.

The National Council on Education Standards and Testing (NCEST), a congressionally-created group of 32 individuals charged with investigating the desirability and feasibility of standards and improved assessments, issued its report in January 1992. The report called for the development of national standards and a national system of voluntary assessments as an urgently needed first step in reforming American education.

Standards for mathematics have been developed by the National Council of Teachers of Mathematics. Substantial progress in developing world-class standards in science has also been made under the leadership of such organizations as the National Science Teachers Association and the American Association for the Advancement of Science. The National Academy of Sciences began a project in the fall of 1991 to complete the development of standards for the sciences.

World-class standards that define what students should know and be able to do in the subject areas of math and science provide the foundation for systemic reform. State curriculum frameworks serve as the bridge between these standards and the classroom by providing guidelines for the content of the curriculum and for how that content should be organized and presented. They provide the guidelines for curriculum and course design at the district, school, and classroom levels.

Defining what students in a State should learn is a critical step in the process of ensuring that the State's students are prepared to meet world-class standards. Engaging more and more States in this process will help to achieve national consensus on world-class standards for American students and will prepare the way for all students to reach these standards. States must participate as lead agents in the design of these and related activities because they bear central responsibility in matters of education, and are best placed to coordinate efforts to raise general standards, to disseminate curricular frameworks, to influence new directions in teacher education and professional development, and to establish appropriate criteria for teacher certification.

States, or States working with other entities of their own choice, may apply for funding to support a project in either math or science or both. But in every case, the development of a curricular framework must be accompanied by closely-related plans for teacher education and certification as well as for professional development and recertification.

The Secretary notes that this priority is consistent with, and complementary to, the National Science Foundation's (NSF) Statewide Systemic Initiative. Whereas the NSF Initiative embraces a comprehensive array of approaches, this priority for the Eisenhower National Program directly focuses on the development of coherent, integrated K–12 curricula consistent with national standards, and on specified programs for teacher education and certification needed to implement those curricula.

The Secretary will announce the final priorities in a notice in the **Federal Register**. The final priorities will be determined by responses to this notice, available funds, and other considerations of the Department. Funding of particular projects depends on the availability of funds, the nature of the final priorities, and the quality of the applications received. The publication of these proposed priorities do not preclude the Secretary from proposing additional priorities, nor does it limit the Secretary to funding only these priorities, subject to meeting applicable rulemaking requirements.

Note: This notice of proposed priority does not solicit applications. A notice inviting applications under this competition will be published in the **Federal Register** concurrent with or following publication of the notice of final priorities.

Priorities

Under 34 CFR 75.105(c)(3) and 34 CFR 755.12(c) the Secretary proposes to give an absolute preference to applications that meet the following priority. The Secretary proposes to fund under this competition only applications that meet this absolute priority:

State Curriculum Frameworks for Mathematics and Science Education

Projects in which States, or States in collaboration with other entities, carry out all the following activities:

(a) Develop a State curriculum framework, kindergarten through grade 12 (K–12), that reflects world-class standards and will be made available for local schools and districts to implement, or to adapt, for themselves. These frameworks must cover mathematics or science or both disciplines. The frameworks must embody coherent, non-repetitive curricula carefully designed to ensure that all children study challenging subject material in every grade, K–12. Frameworks must build upon the standards developed by the National Council of Teachers of Mathematics and emerging science standards in major curriculum reform projects, including the National Science Teachers Association's Scope, Sequence, and Coordination project, the American Association for

the Advancement of Science's Project 2061—Science for All Americans, and the work of the Mathematical Sciences Education Board and the National Academy of Sciences. The design of these frameworks must involve college and university scholars and specialists as well as teachers and administrators from public or private schools working together as equal collaborators.

(b) Develop model guidelines for effective approaches to teacher education and certification based upon the world-class standards and the State curriculum framework tied to those world-class standards. The model guidelines must be developed in cooperation with one or more institutions of higher education in the State. The collaborative work of designing these model guidelines must also involve scholars and specialists, school teachers, and school administrators from public or private schools.

(c) Develop criteria for teacher recertification, and design and pilot test a model, cost-effective inservice professional development program for teachers based upon the world-class standards and the State curriculum framework tied to those standards. Again, the work of designing these programs must involve collaboration among scholars and specialists, school teachers, and school administrators from public or private schools. In addition, these programs must be pilot tested in a variety of schools throughout the State.

(d) Provide the Secretary with a copy of the evaluation conducted under 34 CFR 75.590.

To guide the activities of the project, each project must establish an overall advisory committee that includes classroom teachers, university scholars in mathematics and science, State and local school administrators, representatives of private schools, specialists in teacher education, representatives of the State legislature, the Governor's office, and State and local boards of education, and representatives of business, labor, industry, and the community at large.

Intergovernmental Review

This program is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR part 79. The objective of the Executive order is to foster an intergovernmental partnership and a strengthened federalism by relying on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

In accordance with the order, this document is intended to provide early notification of the Department's specific plans and actions for this program.

Invitation to Comment

Interested persons are invited to submit comments and recommendations regarding this proposed priority.

All comments submitted in response to this notice will be available for public inspection, during and after the comment period, in room 522, 555 New Jersey Avenue, NW., Washington, DC, between the hours of 8:30 a.m. and 4 p.m., Monday through Friday of each week except Federal holidays.

Applicable Program Regulations: 34 CFR part 755.

Program Authority: 20 U.S.C. 2992.

Catalog of Federal Domestic Assistance Number 84.168, Dwight D. Eisenhower National Program for Mathematics and Science Education

Dated: April 27, 1992.

Lamar Alexander,

Secretary of Education.

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